

SOCIAL SKILLS AND
REINFORCEMENT SYSTEMS IN THE
SELF-CONTAINED SETTING

WHO WE ARE...

Kelli Heller

Brook Valley South, Level III Program
Secondary Elementary Teacher 6-12
LaVista, Nebraska
kheller@ESU3.org

Anne Baptiste

ESU 7 Learning Academy, Level III Program
Special Education Teacher K-12
Columbus, NE
abaptiste@esu7.org



SOCIAL SKILLS...

- ❑ Non-Negotiable
- ❑ Daily
- ❑ Integrated into all aspects of the program
- ❑ Replacement behaviors **MUST** be taught
- ❑ **Core Components:** Self-Management, Social Awareness, Relationship Skills, Self-Awareness, Responsible Decision-Making



Framework from CASEL

- Great place to start
- Outlines evidence-based programming
- Provides a lot of resources for getting SEL started in a school
- casel.org

Key Considerations

1

- Will be individualized BUT also streamlined
- Expected versus unexpected
 - No need to be in “trouble”
- Tricky when you think of how Teens socialize versus how we expect them to socialize
- Happens all day long, usually on the fly!
- By this age many of been through a variety of programs, not a lot of novelty!
- Restorative Justice Piece (Shared Power)
- Novelty

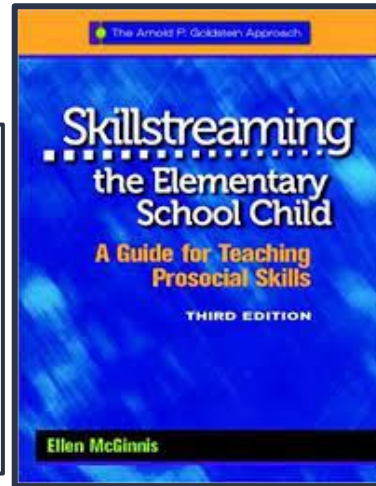
2

Skillstreaming (Replacement Behaviors)

teach essential prosocial skills
to children and adolescents.

Skillstreaming employs a four-part
training approach:

- modeling
- role-playing
- performance feedback
- generalization



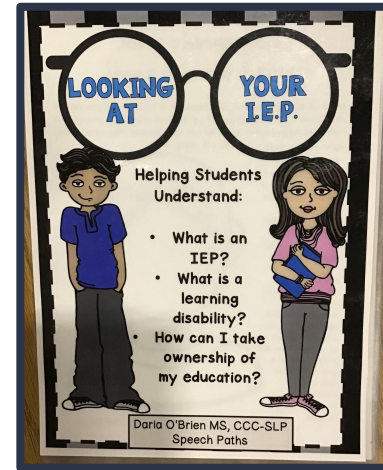
3

SOCIAL SKILLS CURRICULUM

Self-Determination (I'm Determined)

Self-Determination is a broad term that describes an individual's right to make choices about their own lives, to have the same rights and responsibilities as everyone else, and to speak and advocate for themselves.

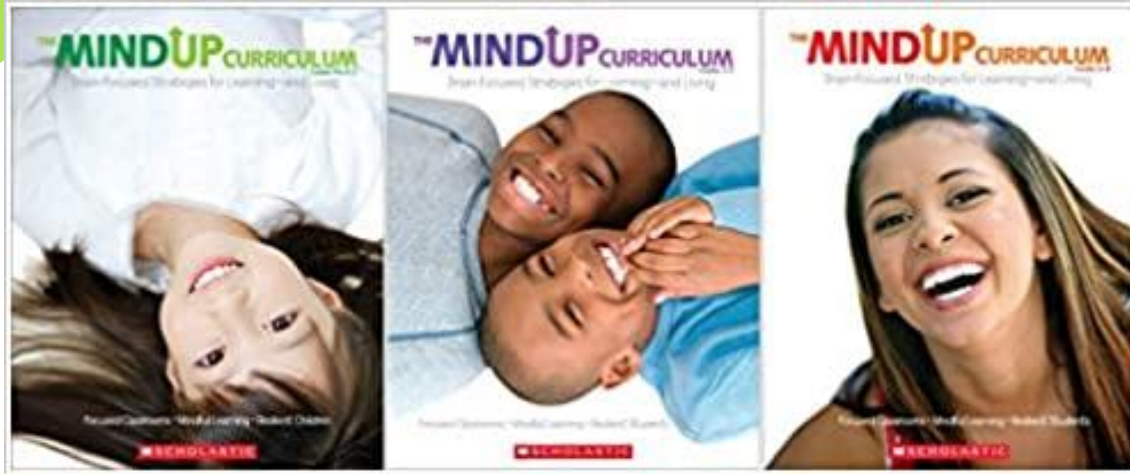
Building that Intrinsic control



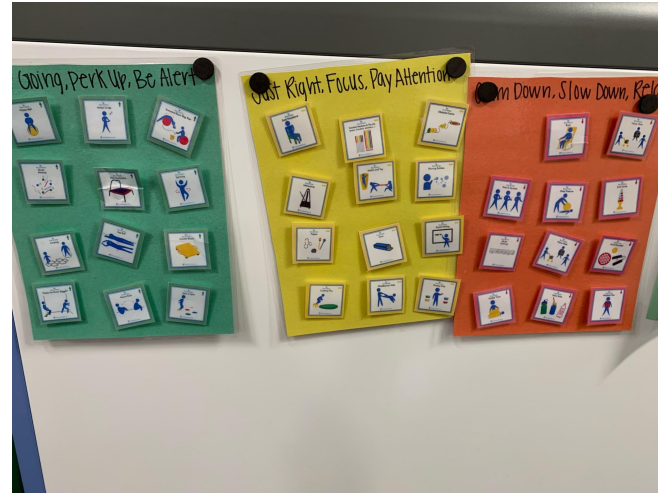
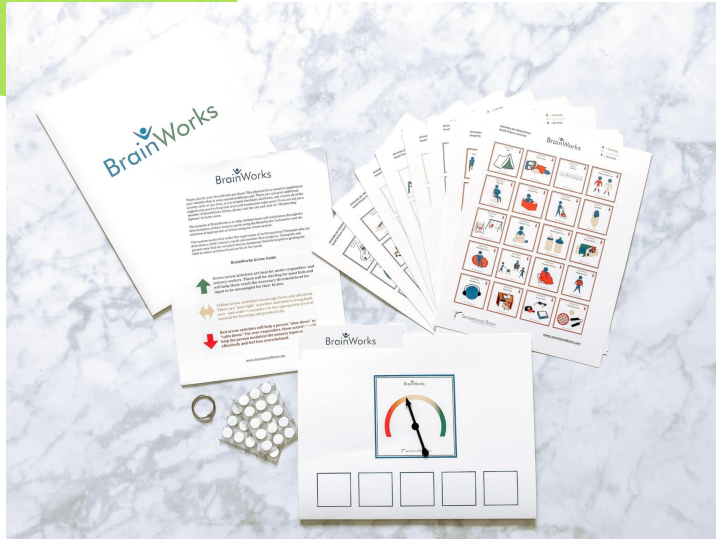


ANNE'S CURRICULUM
SUCCESS STORIES

MINDUP



BRAINWORKS



POSITIVE ACTION

A collage of educational materials related to Positive Action. The items include:

- A poster titled "GREATNESS" with the subtitle "is the fulfillment of one's own potential." and a logo that says "positive actions empower greatness".
- A poster with the text "Your TRUTH is who YOU are." and "think + act + feel +".
- A poster titled "IDENTITY INVESTIGATION" with the subtitle "Discover Your Positive Identity".
- A poster titled "TREAT OTHERS THE WAY YOU LIKE TO BE TREATED." with a photo of a group of people.
- A poster titled "You Choose!" with a green arrow pointing up and the text "By Thoughts".
- A poster titled "patience" with a photo of a group of people.
- A poster titled "Positive Action CERTIFICATE OF COMPLETION" with a checklist: "Think + Act + Feel".
- A poster titled "Positive Action" with a photo of a person and the text "Is your 'think' in synch with your identity?".
- A poster titled "OPPORTUNITIES" with the text "Positive actions empowers things to come out".
- A poster titled "ON AIR" with a photo of a person wearing headphones.
- A poster titled "Classroom Skills for 'GREATNESS'" with the text "Greatness is the fulfillment of one's own potential." and "Positive actions empower greatness".
- A poster titled "8" with the text "Positive Action" and "INVESTIGATOR'S KIT".
- A poster titled "Positive Action" with a photo of a person and the text "Positive Action Grade 8 Investigator's Manual".
- A poster titled "Journal" with a photo of a person and the text "Positive Action".
- A poster titled "PROBLEM CARD" with a photo of a person and the text "Positive Action".
- A poster titled "Positive Action" with a photo of a person and the text "Positive Action".



CASEL PROGRAM GUIDE

<https://pg.casel.org/review-programs/>

ADDITIONAL TOPICS:

Growth Mindset

Executive Function Skills

Flipping Your Lid

Lizard Brain Vs. Wizard Brain

Sleep Hygiene

Character Education

PEERS Model





REINFORCEMENT SYSTEMS





ANNE'S CARD

Date: 8/24/20 Week's Theme: Perseverance

Activity/ Time Interval	Follow Directions	Stay on Task	Treat Others Nicely	Stays in Assigned Area	Accepting Feedback	Staff Initials
Checkin Arrival	/					
Academics	+	+	+	+		
Academics	+	+	+	+	+	JEA
PE	+	+	+	+	+	MS
Lunch	-	+	+	+	+	JEA *
SEL	-	+	+	+	+	JEA *
Academics	-	-	+	+	+	JEA *
DR.	-	-	-	+	+	JEA 3
	-	-	-	-	-	JEA
	-	-	-	-	-	JEA
	-	-	-	-	-	JEA

Bonus \$ and Reminders:
\$ Signed card
\$ SEL

5\$ 55% 22/40

After today, I am on level:

Level 0	Level 1	Level 2	Level 3	Level 4
Restart	___/10	___/10	___/10	___/10

Please sign sheet and return it to school.
Parent Signature: [Signature]
August 24, 2020



LEVEL SYSTEM - LEVEL 1

Level 1:

Participating in class with peers

Access to board and card games

Access to sensory room

Access to gym and gym equipment

Access to technology for schoolwork

- **To transition to level 2, student must meet their daily goal for 5 or 10 days (dependent on age or ability) which will be set by the team. Days do not have to be consecutive.**



LEVEL SYSTEM - LEVEL 2

Level 2:

Technology privileges - at designated reward times, students can use technology for school-appropriate entertainment and games.

Monday Clubs

- **To transition to level 3, student must meet their daily goal for 5 or 10 days (dependent on age or ability) which will be set by the team. Days do not have to be consecutive.**



LEVEL SYSTEM - LEVEL 3

Level 3:

Field trips (educational with LA staff here local and/or home district class activities)

Friday Funday

Choice seating at lunch

- **To transition to level 4, student must meet their daily goal for 5 or 10 days (dependent on age or ability) which will be set by the team. With the last 5 days being consecutive.**



LEVEL SYSTEM - LEVEL 4

Level 4:

Travelling privileges - Students can use their tokens to purchase trips of their choice in the community (with LA staff - here local)

Out-to-Eat Lunch - Students can use tokens to order lunch from a restaurant

- **To transition to natural, student must meet their daily goal for 5 or 10 days (dependent on age or ability) which will be set by the team. With the last 10 days being consecutive.**



LEVEL SYSTEM - OFF CARD

Off Card/Natural: Students have to meet their behavior goals for 20 consecutive days at Level 4 to go off card.

Student no longer carries a data sheet

Student begins taking homework to and from school

Student participates in program and has access to privileges at all levels

Student earns tokens at a per-day rate rather than as a period-by-period reinforcer

- **To begin the transition process back to their home school, students must meet academic and behavioral expectations for 10 days, then continue to meet those expectations during the transition process.**



LEVEL SYSTEM - 0'D OUT

Level 0:

When a student has demonstrated behaviors that would cause him/her to lose days or levels, but has no days to lose, that student would be placed at level 0. Students will also be assigned to Level 0 by the program principal if they endanger the safety of or harm others. Students at Level 0 work separately from peers. Students on Level 0 have no earning privileges, so they do not earn any credits in the token economy while at this level. Student on Level 0 do not get to eat with their peers. Students may earn their way off level 0 with a plan designed by the Student Services Principal.

Examples of expectations may include:

- By meeting their individual behavior goals on their data sheet.
- Compliance with specific tasks as assigned by teacher/principal
- Processing with staff and or peers involved
- Meeting with the mental health practitioner
- Completing restitution plan



LEVEL SYSTEM - LOSS OF LEVELS

Reasons for loss of days and levels:

Disruptive Behavior that Requires Peers to Work Elsewhere: 1 day

Persistent Refusal to Participate in Program (1 hour of non-compliance): 1 day

Leaving an Area Without Permission: 1 day

Property Damage: 1 level

Endangering the safety of others: 0'd Out

HONORS CARD

Honors Card: If all of the yellow items are filled in, the student earns free time in the honors room and access to technology.

Date: 10-5-21

Goal 1: Complete hygiene routine

Goal 2: _____ accepts directions and instruction on assigned tasks without arguing. (5 times)

Goal 3: Upright and participating: _____ is not laying down. He is participating in the scheduled task.

Goal 4: Works on each subject for a minimum of 18 minutes.

Hygiene Routine										
Accept Directions										
Upright and participating										
Today's Assignments										
SEL: Participates appropriately and completes assigned task										
ELA										
Math										
American History										
Physical Science										
Total Minutes Working										





KELLI'S CARD

Card	Description	Criteria to Advance
Goal Card (Tier III)	<p>Behavior is tracked every 10 minutes. This is the first behavior tracking card.</p> <p>Behavior is tracked in 3 categories: Adult Interactions Peer Interactions Classroom Behaviors</p> <p>Staff marks the card with a "+" or will shade in the box.</p> <p>ALL students must begin with this card.</p> <p>This card is out of 90 total points</p>	<p>Students must have a 95% or better average for 9 weeks.</p> <p>Students must have 0 Safe Room incidents in the 9 weeks.</p> <p>Students must fill out the Progress Card application and go through an interview with staff.</p>
Progress Card (Tier II)	<p>Behavior is tracked by subject.</p> <p>Behavior is tracked in 3 categories: Adult Interactions Peer Interactions Classroom Behaviors</p> <p>Staff circles a 1, 2, or 3 during each class.</p> <p>Points are added at the end of the day for a total %</p> <p>This card is out of 54 total points.</p>	<p>Conditions to Stay on the Progress Card:</p> <ol style="list-style-type: none">1. No more than 1 Needs Improvement Days2. No Safe Room incidents3. No more than 1 Mainstreaming Dismissals4. No more than 1 transportation issue5. No more than 3 Missed Assignments <p>Criteria to move to the Advanced Progress Card Students must have a 95% or better average over 20 consecutive school days, and meet Quarterly Progress Card Conditions to earn the Advanced Progress Card.</p> <p>Students must not have any Safe Room incidents during the 20 days.</p> <p>After meeting the above criteria, the process of adding a class will begin.</p>



Goal Card

- Marked every 10 minutes (90 opportunities)
- Or a number to reflect a behavior
- Represents a 30 different behaviors
- Daily percentage--with goal percentage
- Daily points tied to token system
- Great source of data to really drill down and find the function.



—4 No Goal Card/Signature
—4 No Assignment/Homework
—4 Removed from Mainstreaming
—4 Technology violation
—4 Transportation Issue
—4 Before/After School Issue

1 = Serious Redirects or
redirects. Disrupts the learning
of self and others
2 = 1-2 redirects. Looks like a
typical student
3 = No redirects. Goes above
and beyond what is expected
in the classroom. This is
comparable to receiving a
BONUS POINT

Subject	Behavior			Point Totals	Other Undesirable Behaviors (See Back)
	Adult Interactions (1-8)	Peer Interactions (9-13)	Classroom Behaviors (14-25)		
Check In	2 3	1 2 3	1 2 3	6	
Geometry	1 2 3	1 2 3	1 2 3	6	
PBL/ Writing	1 2 3	1 2 3	1 2 3	6	
Life Science	1 2 3	1 2 3	1 2 3	6	
American History	1 2 3	1 2 3	1 2 3	6	
Lunch	1 2 3	1 2 3	1 2 3	6	
Specials Civ. Serv	1 2 3	1 2 3	1 2 3	6	
Language Arts	1 2 3	1 2 3	1 2 3	6	
Transition- science	1 2 3	1 2 3	1 2 3	0	
%					

Total Points: 48 Deductions: 0 Adjusted Total: 48 Today's %: 80

Needs Improvement
BLUE
(0-42 Points)

Fair
GREEN
(43-48 Points)

Great
PURPLE
(49-54 Points)

Excellent
PURPLE
(55 or more Points)

Progress Card

- Used when kids start to transition
- Less feedback; given by classes
- Worth more money



LEVEL SYSTEM

Level 2
PREVIOUS WEEK
AVERAGE BETWEEN
80% - 89%

PRIVILEGES

Level 2
Middle Level

Level 3
PREVIOUS WEEK
AVERAGE BETWEEN
0% - 79%

consequences

Level 3
Lower Level

RESTRICTION
Students move to this level
ONLY when they are
physically aggressive
toward others or leave the
classroom or property

CONSEQUENCES

Restriction
Lowest level

Level 1
PREVIOUS WEEK
AVERAGE BETWEEN
90% - 100%

PRIVILEGES

Level 1
Top Level
ALL students enter on this level

REINFORCEMENT SYSTEMS

- X In the initial stages provide FREQUENT reinforcement!
- X Rewards & Celebrations should come liberally in the beginning.
- X To make it more motivating, allow the kids to vote on the group reward or the child's own reward
- X Focus on all the rules, or only the rules they are having trouble following
- X There are an INFINITE number of visuals!



INDIVIDUAL
REINFORCEMENT
SYSTEMS

EXAMPLES OF INDIVIDUAL REINFORCEMENT SYSTEMS

Punch Cards

1 2 3 4 5
Behavior punch card
Name _____
6 7 8 9 10

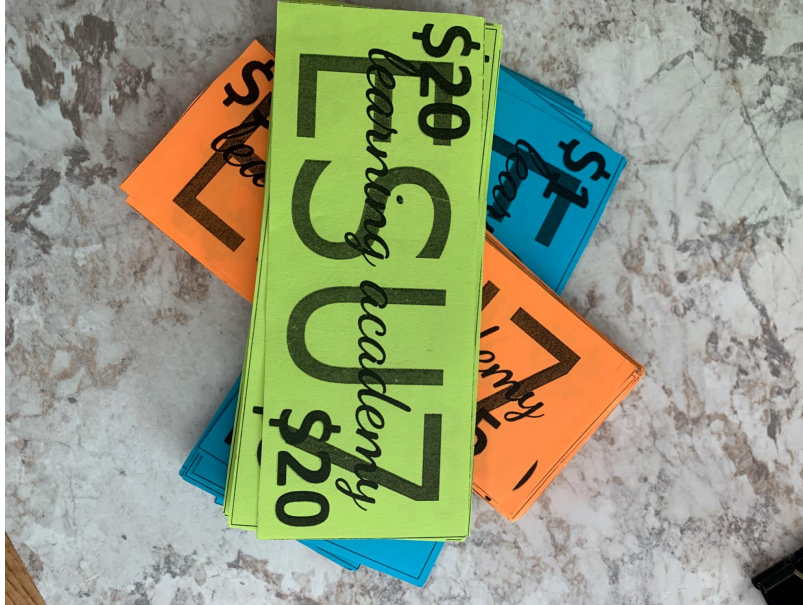
1 2 3 4 5
Behavior punch card
Name _____
6 7 8 9 10

1 2 3 4 5
Behavior punch card
Name _____
6 7 8 9 10

1 2 3 4 5
Behavior punch card
Name _____
6 7 8 9 10

EXAMPLES OF INDIVIDUAL REINFORCEMENT SYSTEMS

Token
Economy



EXAMPLES OF INDIVIDUAL REINFORCEMENT SYSTEMS

Date	Payee/Transaction Description	Withdrawal, Payment (-)	Deposit, Credit (+)	Balance
9/15/21	UNO winner		\$0.50	\$59.90
9/15/21	83/90		\$4.20	\$64.10
9/16/21	89/90		\$4.45	\$68.55
9/17/21	90/90		\$4.50	\$73.05
	Shopping	\$16.00		\$57.05
9/20/21	83/90		\$4.15	\$61.20
9/21/21	80/90		\$4.00	\$65.20
9/22/21	87/90		\$4.40	\$69.60
9/23/21	90/90		\$4.50	\$74.10
9/24/21	STORE	\$28.00	4.2	\$50.30
9/27/21	84/90		\$4.25	\$54.55
9/28/21	85/90		\$4.25	\$58.80
9/29/21	84/90		\$4.20	\$63.00
9/30/21	75/90		\$3.80	\$66.80
10/1/21	store	\$8.00		\$58.80
10/1/21	72/90		\$3.25	\$62.05
10/4/21	90/90		\$4.50	\$66.55
	Ridde		\$5.00	\$71.55

- Weekly shopping-school store
- Gift Card incentives
- "Amazon" shopping
- Vacations
- Quarterly incentives
- Friday Free Time/Wasted Time



CLASSROOM OR GROUP
REINFORCEMENT SYSTEMS

EXAMPLES OF CLASSROOM OR GROUP REINFORCEMENT SYSTEMS



EXAMPLES OF CLASSROOM OR GROUP REINFORCEMENT SYSTEMS

All School incentives

1/Quarter

Student of the Month

Quarterly “Vacations”

Surprise pizza for lunch

THANKS!

Any questions?

